



# Lesson Differentiation

Office of English Language Acquisition Services (OELAS)  
Arizona Department of Education



To create learning opportunities that make allowances for differences in how individual students learn in order to ensure equal access to important academic topics, allowing all students to master the same key content. (Karen Ford, 2012)

PE-5: sequencing pictures to retell text heard or read.

E-5: retelling a story or event using key words and pictures.

B-5: retelling a story or event with a beginning, middle and end.

LI-5: retelling a story or event with a beginning, middle, and end in complete sentences.

HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences.

## Content

*What students need to learn.*

- Teach the same standard with varied levels of rigor
- Use reading material at varied levels or use a recorded text
- Use manipulatives or other hands-on items for connections

**The PIs support the differentiation through the rigor of the skill.**

sequence pictures → retell using key words

→ retell with beginning, middle, and end

→ retell using complete sentences

→ retell using transition words and complete sentences

## Process

*How teachers sequence and how students process the learning.*

- Vary the length of time a student may take to complete a task (provide additional support or an extra push)
- Utilize multiple formats of learning

Students may sequence or retell the story by:

- Using picture or symbol cues
- Telling the teacher verbally
- Writing down the details

## Product

*The way in which students prove they learned the content.*

- Offer products in a range in complexity
- Provide multiple choices and possibly allow for a student-developed choice

Students may present their sequence or retell of the story by:

- Creating a picture or symbol representation
- Telling the teacher verbally using movements to support the storyline
- Writing down the details in the form of a poster presentation

## Environment

*The ways in which the classroom and the learning are organized.*

- Assign flexible groups: pairs or small groups based on data
- Provide varied materials: choice of materials to complete a task
- Instruct as a whole group, in small groups, or one-on-one

Students may sequence or retell the story by:

- Receiving instructional support in small group instruction
- Working in pairs to complete the task
- Preparing the assignment individually